DOCUMENT RESUME

ED 479 378 CS 512 400

AUTHOR	Fountain, Cassidy Rae
TITLE	A Comparison of Kindergarten Students Who Have Been Exposed to Reading Instruction Using Read Aloud, Real Along, and Picture Walk Methods.
PUB DATE	2003-07-00
NOTE	40p.; Master of Arts Action Research Project, Johnson Bible College.
PUB TYPE	Dissertations/Theses (040) -- Reports - Research (143)
EDRS PRICE	EDRS Price MF01/PC02 Plus Postage.
DESCRIPTORS	Action Research; *Instructional Effectiveness; Kindergarten; Picture Books; Reading Aloud to Others; *Reading Instruction
IDENTIFIERS	Big Books

ABSTRACT

The focus of this action research project was to find an effective method of reading instruction that lends itself to reading comprehension in kindergarten students. The methods that were used in this study were the picture walk, read aloud, and read along. These methods were chosen because they differed in their approach by the teacher. The names of the methods tested during this study describe how each was used. The picture walk allowed the students to read the book by looking at the pictures. They did not hear the words or read the text on the pages. The story came strictly from their ideas. During the read along times, big books were used so that the students could read the words for themselves as well as see the pictures. Hearing the words while reading the words allowed the students to see which letter combinations made which words and sounds. The read aloud method kept the students in their seats while the instructor read from one book. This book was small enough that the children could not see the words; they were limited to only hearing the story. Each method was used six times. At the conclusion of each story, the students were individually asked five comprehension questions. Their scores were recorded and each student received a total score of 0-30 for each method of instruction. These scores were used to compare the different methods. The results showed that the picture walk was not an efficient method of instruction. However, in comparison, the read aloud and read along methods were beneficial. Appendixes contain an outline of methods of instruction; a list of comprehension questions for each of the 18 books used; and permission letters. (Contains 37 references and 3 tables of data.) (Author/RS)

Reproductions supplied by EDRS are the best that can be made
from the original document.

CS CS512
0090

ED 479 378

ABSTRACT

A COMPARISON OF KINDERGARTEN STUDENTS WHO HAVE BEEN EXPOSED TO READING INSTRUCTION USING READ ALOUD, READ ALONG, AND PICTURE WALK METHODS

An Action Research Project

Presented to the

Department of Teacher Education

Johnson Bible College

In Partial Fulfillment

of the Requirement for the Degree

Master of Arts in

Holistic Education

by

Cassidy Rae Fountain

July 2003

PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY

C.R. Fountain

TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

1

U.S. DEPARTMENT OF EDUCATION
Office of Educational Research and Improvement
EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)

☐ This document has been reproduced as received from the person or organization originating it.

☐ Minor changes have been made to improve reproduction quality.

• Points of view or opinions stated in this document do not necessarily represent official OERI position or policy.

CS 512 400

BEST COPY AVAILABLE

ABSTRACT

The focus of this research project was to find an effective method of reading instruction that lends itself to reading comprehension in kindergarten students. The methods that were used in this study were the picture walk; read aloud; and read along. These methods were chosen because they differed in their approach by the teacher.

The names of the methods tested during this study describe how each was used. The picture walk allowed the students to read the book by looking at the pictures. They did not hear the words or read the text on the pages. The story came strictly from their ideas. During the read along times, big books were used so that the students could read the words for themselves as well as see the pictures. Hearing the words while reading the words allowed the students to see which letter combinations made which words and sounds. The read aloud method kept the students in their seats while the instructor read from one book. This book was small enough that the children could not see the words; they were limited to only hearing the story.

Each method was used six times. At the conclusion of each story, the students were individually asked five comprehension questions. Their scores were recorded and each student received a total score of 0-30 for each method of instruction. These scores were used to compare the different methods.

The results showed that the picture walk was not an efficient method of instruction. However, in comparison, the read aloud and read along methods were beneficial.

A COMPARISON OF KINDERGARTEN STUDENTS WHO HAVE BEEN EXPOSED TO READING INSTRUCTION USING READ ALOUD, READ ALONG, AND PICTURE WALK METHODS

An Action Research Project

Presented to the

Department of Teacher Education

Johnson Bible College

In Partial Fulfillment

of the Requirement for the Degree

Master of Arts in

Holistic Education

by

Cassidy Rae Fountain

July 2003

APPROVAL PAGE

This action research project by Cassidy Rae Fountain is accepted in its present form by the Department of Teacher Education at Johnson Bible College as satisfying the action research project requirements for the degree Master of Arts in Holistic Education.

Charles F. Lyster
Chairperson, Examining Committee

Joe C. Ketcher
Member, Examining Committee

Billye Joyce Dill
Member, Examining Committee

Richard Bain
Member, Examining Committee

Member, Examining Committee

B. H. Chambers
Member, Examining Committee

7-15-03
Date

BEST COPY AVAILABLE

ACKNOWLEDGEMENTS

I am grateful for my husband, Cory Fountain, who continuously supported me and encouraged me throughout this project.

Thank you to all my classmates who offered advice, encouragement, support, and love through all of my years at Johnson Bible College.

I also express a huge deal of gratitude to Uncle Charles, Dr. Templar, and the other Teacher Education faculty and staff who have helped me with this paper.

TABLE OF CONTENTS

Page

ACKNOWLEDGMENTS iii

LIST OF TABLES vi

Chapter

I. INTRODUCTION 1

Significance of the Problem 1

Statement of the Problem 1

Definition of Terms 1

Limitations 2

Assumptions 2

Hypotheses 3

II. REVIEW OF RELATED LITERATURE 4

Comprehension 4

Picture Walks 5

Read Aloud 5

Read Along 7

Small Groups 8

Cognitive Development 9

Differentiated Teaching Instruction 10

III. METHODS AND PROCEDURES 12

Selection of Subjects 12

Timeline 12

Procedure 13

Tests 13

Experimental Design 13

Statistical Analysis 13

IV. RESULTS 14

Analysis of the Data 14
V. SUMMARY, CONCLUSION, RECOMMENDATIONS 17
Summary 17
Conclusions 17
Recommendations 17
BIBLIOGRAPHY 19
APPENDICES 24
A. Outline for Methods of Instruction 25
B. Example of Comprehension Questions 26
C. Letter from Superintendent 30
D. Parent Letter 31

LIST OF TABLES

Table Page

1. Post-Test Comparison of Means for Read Aloud and Read Along Methods of Instruction 14

2. Post-Test Comparison of Means for Read Aloud and Picture Walk Methods of Instruction 15

3. Post-Test Comparison of Means for Read Along and Picture Walk Methods of Instruction 16

Chapter 1

INTRODUCTION

Reading is a fundamental ability. In their book *The Brain and Reading: Facilitator's Guide*, Fowler and Fowler stated that people learn in various ways; therefore, teachers who want to reach all of their students need to use various methods of teaching (1999).

Significance of the Problem

The goal of every educator should be success for every student. Most of educational success is dependent on being able to read. When learning to read, students react quicker when "they are taught in ways that are responsive to their readiness levels, interests, and learning profiles" (Tomlinson, 2000). Some students come in the first day of class already knowing how to read, while others barely know the alphabet. Therefore, various methods of reading by the students should be encouraged in order to help each child be successful in reading. Educators should also use various methods in teaching to meet each child's level, so they will understand the story (Tomlinson, 2000).

Statement of the Problem

While reading is fundamental, comprehension of what is being read is essential in order to get the most out of the story. This study investigated the following methods of reading instruction in order to find which best helped kindergarten children's comprehension: read aloud; read along; or picture walks.

Definition of Terms

Picture Walk This term referred to the method of using only illustrations to tell the story. It allowed students to describe the pictures in detail and "read" the story.

Read Aloud This term described a setting where the instructor had a book, and the students listened to the instructor. They did not have a book in front of them; they were expected to look at the pictures from the instructor's book.

Read Along For the purpose of this study, this term referred to the method of giving each child a copy of the book being read by the instructor. This allowed students to have the book in front of them, and they looked at the pictures or read along with the words.

Comprehension In this study, the term comprehension meant that the questions had specific right or wrong answers.

Limitations

The researcher was also the instructor in the classroom, allowing possible bias to factor into the results.

The study only covered a six-week period.

The sample group was of small number in one classroom, already chosen by the principal rather than a random selection from the whole population.

Subjects were at different reading levels which brought about a difference in their interaction with the words.

Interest level of a subject may have increased or decreased comprehension.

Assumptions

The students paid attention to the story.

Children in the classroom had equal abilities to listen.

Hypotheses

This research project tested the three hypotheses.

There will be no difference in reading comprehension levels between read along and read aloud methods at a .05 level of significance.

There will be no difference in reading comprehension levels between read along and picture walk methods at a .05 level of significance.

There will be no difference in reading comprehension levels between read aloud and picture walk methods at a .05 level of significance.

Chapter 2

REVIEW OF RELATED LITERATURE

Comprehension

With different students, comprehension levels will differ. When defining comprehension, Asselin uses two theories: schema and the prepositional theory (2002). Schema is developed as a result of experiences, and the schema theory explains how various memories fit together as we gain knowledge (Cooper, p. 10). A child with no prior knowledge will have difficulty understanding the content of the story compared to a child who has experienced a similar situation to the one in the story. The prepositional theory proposes comprehension comes from taking pieces of the text, called prepositions, and putting them together to make a whole (Asselin, 2002).

Comprehension is not only affected by prior knowledge, but also "inference" (a. Guthrie et. al, 1987), "instantiation of word meaning" (b. Guthrie et. al, 1987), "text structure" (c. Guthrie et. al, 1987), "and metacognitive processes related to text" (d. Guthrie et. al, 1987). Researchers have said that in order to retain comprehension, specific skills, or strategies, should be taught. This direct instruction of comprehension strategies should increase reading ability (Stevens et. al, p. 8).

In the late seventies, Durkin conducted research to find out if various teaching strategies affected comprehension. One of the strategies that worked was creating images from the story (Asselin, 2002). This method can be used in picture walk, read aloud, and read along sessions as students create mental images to understand the story.

Picture Walks

By using the Picture Walk method of instruction those students with limited reading skills (letter identification) may use their oral skills. When students take a picture walk through a book, they are expected to label and explain the illustrations using their own words. By doing this, the children are creating the text in their mind. The focus is taken off the words in print. By using this method of instruction, teachers are supplying students with "interpretive forms" that will be useful in everyday life (Neuman, p. 50).

Blachowicz and Ogle suggest previewing the book in order to gain comprehension. Looking at pictures and graphics throughout the story is one way to preview the book. This begins to "activate what the reader already knows and lends itself to creating text for the story" (Blachowicz et. al, p. 32). Vivid pictures naturally attract children. However, the instructor should direct the picture walks because the students may focus on a wrong aspect of the illustration, causing it to interfere with the actual storyline (Beck et. al, p. 11).

Read Aloud

Reading aloud is the most "highly recommended activity for encouraging language and literacy" (a. Beck et. al, p. 10). When a teacher reads a story to her students, she is creating numerous possibilities for them: modeling, handling books, and making words come alive. By using expressions and facial gestures, she is modeling how to interpret the text, which can be used by the students in their own reading (Blachowicz et. al, p. 52). Young children who might not know how to read are still learning to how to handle books as well as being aware of the front of the book. Teachers can also use a

pointer to help children follow along with the direction in which the print reads (Neuman, p. 351). The children also observe how to put expression into the words and make stories come to life (Guignon, 2002). Reading becomes purposeful for them, going beyond educational reasons. They begin to see the importance of being able to read when teachers read aloud newspapers, magazines, and poetry (Reutzel, p. 23).

Research shows that children who are in classrooms where read aloud occurs "score higher in vocabulary, comprehension, and decoding ability" (Neuman, p. 351), as well as developing language patterns. These children also gain an interest in books and want to use the book on their own time (Guignon, 2002).

Guignon discussed the importance of reading aloud to students of all ages. Listening levels tend to be more equal than reading abilities, so everyone is able to enjoy the story (2002). Young children's ability to aurally comprehend goes beyond their recognition competence, therefore, teachers can read aloud more challenging context (Beck, et al. 10). While the text should be challenging, making the text too difficult makes the story meaningless to the children. It should attract their interest by expanding on their own experiences (Reutzel, p. 24).

Another important aspect of reading aloud to students is demonstrating the teacher's love for books and learning, in and of itself (Cooper, p. 35). By hearing various types of stories being read aloud, children will use various genres in their own writing as well (Cooper, p. 36). They are exposed to descriptive language, topic sentences, and other "insights into the writer's craft" (Reutzel, p. 23). Reading aloud enhances reading, but also writing.

Chambers gives several advantages of reading aloud (p. 65). The stories should spark an interest in the children so as to make them want to read it on their own. It also allows everyone to be at the same level. No one listens faster than anyone else does so they are all finished listening at the same time. Lastly, it does not depend on the child's self-motivation to get the story read. It happens at school, rather than at home, where they have a choice.

When teachers use read aloud in their classroom, they need to keep a few things in mind. Important text ideas need to be focused on as well as "scaffolding children's responses" (Beck et. al, p. 10). Most students in kindergarten are unable to see concepts beyond the here and now. Research has suggested that reading aloud to children encourages them to experience "decontextualized language" (c. Beck et. al, p. 10), which makes a student think about situations or ideas they have dealt with personally; it encourages them to go beyond the here and now.

Read Along

During read along sessions, "students read along or follow along as the teacher reads the text" (Cooper, p. 304). Students are able to take some ownership in the story because they have their own book and they get to turn the pages. Teachers and parents both need to provide students with experiences dealing with the five senses. Reading along engages three of those senses by letting them hear and see the words, as well as feeling the pages as they turn (Kantrowitz & Wingert, p. 60).

The read along method helps children relate symbols and expressions to meaning (Neuman, p. 351). Although they may not understand the combination of the symbols,

they will begin to grasp one-to-one correspondence of the words. Parents have asked how they can help their child learn to read. They are advised to be enthusiastic about books as well as reading with their child on a regular basis. The students should be allowed to read along (FAQ about Reading). Reading competency needs a strong foundation beginning at home. This foundation includes reading and writing together (Ferrandino, 2001).

There are several ways to conduct a read along session. One method would be to use a big book. In some cases, there are not enough books for children to have their own. Therefore, a big book would be beneficial because it would allow the children to see the words and say them along with the teacher (National Center for Learning Disabilities Inc., 2002). Another way to conduct a read along session is with a tape recording. The students are given their own book, and they read along with the words from the tape. This method should be used until the child can read the story on their own (Buster's Bookshelf, 2002).

Small Groups

Small groups are important so that instructions can be given at various levels (Stevens et. al, p. 9) to meet the needs of students. The main disadvantage to small groups is the inability of the instructor to be with more than one group at a time. For children who are not read to at home, the small group setting allows them to develop oral language; it "broadens conceptual backgrounds, and accelerates reading acquisition" (Reutzel, p. 24).

Cognitive Development

Vygotsky introduced a phrase, "zone of proximal development" (a. Cooper, p. 10), described as a phase when children can only complete a task with an adult's help. Teacher directed reading helps students gain confidence in their own reading. After they hear the story or discuss the pictures with the teacher, they are able to pick up the book at a later time and tell the story.

Kindergarten teachers should be able to expect most students to use a variety of words and understand even more when they are used in stories (a. McIntire, 1999). Therefore, when they retell the story, it may be in different words, but similar meaning.

According to Piaget's stages of cognitive development, kindergarten students are in the preoperational stage. In this stage, children can picture objects without having them right in front of them. Also, their vocabulary is beginning to grow and expand. By asking children to label and define pictures, instructors are allowing them to make use of something they could not do before. However, children in the preoperational stage find it difficult to comprehend a situation from any perspective but their own (Ormrod, p. 33). This characteristic may cause difficulty in picture walks because children may have different ideas about a particular illustration, taking away from total comprehension.

In a literature review of balanced reading instruction found in the North Central Regional Laboratory, it was declared "imperative that curriculum be designed according to developmental stages" (Johnson, 1999). As indicated above, Piaget labeled kindergarten age children preoperational in development. While this may be the case for most students of this age, some may be in the sensorimotor stage and some may be in the

concrete operations stage. In the sensorimotor stage, individuals need physical interaction with objects in order to learn. Giving the students a book of their own to hold during read along, helps them learn how to handle a book while reading. During a picture walk, they will be allowed to interact with pictures through discussion (Huitt et. al, 1998). If children have gone beyond the preoperational stage and moved into the concrete operations stage, they begin to think logically, however, personal experience is still necessary for reasoning. Giving students opportunities to read along with the teacher allows them to experience on their own how to handle a book while logically matching symbols with sounds (Huitt et. al, 1998). Even though the students in this stage may be more developmentally mature, the number of variables (concepts or characters in a story) should be limited to three or four (Woolfolk et. al, 1984).

Piaget's theory of development for instructors coincides with the proverb that states, "Learn by doing." Students will experience varied stimuli during a picture walk or a read along. These methods allow them to think rather than just hearing the teacher recite facts or words (Huitt et. al, 1998). Through the picture walk method, the children learn from one another as well, as they discuss what is going on in the illustrations.

Differentiated Teaching Instruction

Instructors should "provide multiple demonstrations of how reading is done" (Fowler, 1999). As mentioned earlier, children learn in various ways, therefore, teachers should give instruction in various ways in order to help each student to learn as much as possible.

While differentiating the instruction is important, the teacher needs to make sure all methods are relevant and teach the topic at hand. Teachers should not focus on the activity so much as to lose the reasoning behind it. Elements that could be changed in order to help various students learn are the content, the process, the products, and the learning environment (Tomlinson, 2000).

The teacher needs to recognize the individual differences in the children in her classroom: the emotional, the cognitive, and the physical. Children should be taught by taking into account their individual characteristics. One of the main concerns recently with children's language development is the "large individual differences among children in vocabulary and comprehension abilities as they begin school" (b. Beck et. al, p. 10). Teaching reading by using the methods of Picture Walk, Reading Aloud, and Reading Along should, in part, assist in meeting the individual needs of the students.

Chapter 3

METHODS AND PROCEDURES

The original proposal was to conduct this study in small groups four times a week. However, due to the uncertainty of a Kindergarten day as well as specific curriculum that had to be covered, several changes needed to be made. The instructor read each story once to a large group rather than reading each story to several small groups. When the students went to their tables, the instructor asked each student the comprehension questions. The read aloud and picture walk methods were conducted as originally proposed otherwise, however, the read along method was altered by using big books rather than each student have their own copy. While the instructor read from the big books, the students could see the words from their seats in order to follow along.

Selection of Subjects

The subjects selected for this study were sixteen Kindergarten children between the ages of five and six. The socio-economic status of the class was spread between low and middle class. The family backgrounds varied. The sample was equally divided according to gender. There were two African American students in the classroom, one Asian child, with the remaining subjects being Caucasian. Scores from one male were not used because he is an ESL student and uses minimal English.

Timeline

The research lasted six weeks. Each method was used in six sessions. The instructor rotated methods daily. Instruction was provided on an average of three days per week because of the regimented time schedule.

Procedure

Each session began by the teacher holding a book in front of the large group of students. The students sat in rows and followed the instruction of the researcher. The researcher used picture walks, read aloud, and read along methods to instruct the students. These methods were alternated so that the students would not get burnt out on one method (Appendix A). Following each session, the students were asked five comprehension questions in a one-on-one setting. The questions included main character identification as well as main ideas or concepts of the story (Appendix B).

Tests

Comprehension questions were asked following each story. The teacher constructed the questions. Each child was asked to answer five questions for a total of 30 possible answers. The number of correct responses for each method was compared at the end of eighteen sessions.

Experimental Design

The research used the quasi-pre-experimental design. There was no control group. Each student was taught by all three methods.

Statistical Analysis

Each student had a score ranging from 0-30 for each method of instruction. The sixteen scores were used in a t-test paired comparison. Picture walk comprehension scores were compared to read aloud and read along scores separately. Likewise, the other two methods were compared.

Chapter 4

RESULTS

Analysis of the Data

A paired t-test was used to determine if there was any significant difference in reading instruction using read aloud, read along, and picture walk methods. There were three hypotheses made prior to this study: There will be no difference in reading comprehension levels between read along and read aloud methods at a .05 level of significance; there will be no difference in reading comprehension levels between read along and picture walk methods at a .05 level of significance; there will be no difference in reading comprehension levels between read aloud and picture walk methods at a .05 level of significance. The results showed that there was no significant difference at the .05 level between the read aloud and read along methods. See Table 1.

Table 1

Post-test Comparison of Means
For Read Aloud and Read Along
Methods of Instruction

Methods	N	Means	Mean Difference	t Stat	t Critical two-tail
Read Aloud	30	20.5			
			1.39	1.29*	2.11
Read Along	30	19.1			

* Not Significant

The first hypothesis stated that there would be no difference in reading comprehension levels between read along and read aloud methods at the .05 level of significance. Hypothesis one was retained.

As a result of this study, the hypothesis was rejected at a significant difference at the .05 level between the picture walk method and the read aloud method of instruction. See Table 2. The second hypotheses stated that there would be no difference in reading comprehension levels between picture walk and the read aloud method. The null hypothesis was rejected.

Table 2

Post-test Comparison of Means
For Read Aloud and Picture Walk
Methods of Instruction

Methods	N	Means	Mean Difference	t Stat	t Critical two-tail
Read Aloud	30	20.5			
			7.728	8.51*	2.11
Picture Walk	30	13.222			

* Significant > .05

There was also a significant difference at the .05 level between the picture walk method and the read along method of instruction during this study. See Table 3. The third hypotheses stated that there would be no difference in reading comprehension levels between picture walk and the read along method. The null hypothesis was rejected.

Table 3

Post-test Comparison of Means
For Read Along and Picture Walk
Methods of Instruction

Methods	N	Means	Mean Difference	t Stat	t Critical two-tail
Read Along	30	19.1			
			5.889	6.30*	2.11
Picture Walk	30	13.222			

* Significant > .05

Chapter 5

SUMMARY, CONCLUSIONS, AND RECOMMENDATIONS

Summary

This study was conducted in order to test three methods of reading instruction and find which of these three methods is most beneficial in reading comprehension. The three methods that were involved in this study were read aloud, read along, and picture walk. The picture walk was significantly different to the other methods.

Conclusions

This research showed no significant difference between the read aloud and read along methods. However, there was a significant difference between the picture walk method and read aloud method, as well as the picture walk method and the read along method. As a result of this study, the researcher would use the picture walk method as an introduction to a story to be followed by one of the other methods. The picture walk method alone is not sufficient.

Recommendations

Using three methods in this study took a lot of valuable time in the course of a Kindergarten schedule. Due to many uncertainties that happen in a Kindergarten classroom, as well as the regimented structure that instructors attempt to maintain, this study should have been condensed. Perhaps comparing the read aloud and read along methods only over a longer period of time, or using the picture walk method as a beginning activity for both methods could be tested.

It appeared to the researcher that the students enjoyed listening to stories. Due to the varying abilities within a classroom, various methods of instruction are crucial, specifically reading to the children. Allowing the children to see the words as they were being read enabled them to interact with the story energetically. The picture walk by itself was the least effective of the three for developing comprehension, therefore, it should be used in a limited fashion.

BIBLIOGRAPHY

BIBLIOGRAPHY

BOOKS

Blachowicz, Camille & Ogle, Donna. (2001). Reading Comprehension: Strategies for Independent Learners. New York: The Guilford Press.

Chambers, Aidan. (1996). Tell Me: Children, reading and talk. York, ME: Stenhouse Publishers.

Cooper, J. David. (1993). Literacy: Helping Children Construct Meaning. (2nd ed.). Boston: Houghton Mifflin Company.

a. Cooper, J. David. (1993). Literacy: Helping Children Construct Meaning. (2nd ed.). Boston: Houghton Mifflin Company: Citing Vygotsky, L. S. (1978). Mind in Society. Cambridge, MA: Harvard University Press.

Fowler, Dorothy & Fowler, D"Arcangelo. (1999). The Brain and Reading: Facilitator's Guide. Alexandria, VA: Association for Supervision and Curriculum Development.

Howard, Ph.D., Pierce J. (2000). The Owner's Manual for the Brain. (2nd ed.). Marietta, GA: Bard Press.

Neuman, Susan B. & Dickinson, Ph.D., David K. (Eds.) (2001). Handbook of Early Literacy Research. New York: The Guilford Press.

Ormrod, Jeanne Ellis. (2000). Educational Psychology: Developing Learners. (3rd ed.). Upper Saddle River, NJ: Prentice-Hall.

Page, William D., & Pinnell, Gay Su. (1979). Teaching Reading Comprehension. Urbana, IL: ERIC Clearinghouse.

PERIODICALS

Asselin, Marlene. (2002). Comprehension instruction: directions from research. (Literacy Links). Teacher Librarian. 29 (April) 55-8.

Beck, Isabel L., & McKeown, Margaret G. (2001). Text Talk: Capturing the benefits of read-aloud experiences for young children. The Reading Teacher. 55 (September) 10-20.

a. Beck, Isabel L., & McKeown, Margaret G. (2001). Text Talk: Capturing the benefits of read-aloud experiences for young children. The Reading Teacher. 55 (September) 10-20: Citing Adams, M. J. (1990). Beginning to read. Cambridge: MIT Press.

b. Beck, Isabel L., & McKeown, Margaret G. (2001). Text Talk: Capturing the benefits of read-aloud experiences for young children. The Reading Teacher. 55 (September) 10-20: Citing Biemiller, A. (1999). Language and reading success: From reading research to practice (Vol. 5). Cambridge, MA: Brookline.

c. Beck, Isabel L., & McKeown, Margaret G. (2001). Text Talk: Capturing the benefits of read-aloud experiences for young children. The Reading Teacher. 55 (September) 10-20: Citing Cochran_Smith, M. (1984). The making of a reader. Norwood, NJ: Ablex.

Guthrie, John T., & Kirsch, Irwin S. (1987). Distinctions Between Reading Comprehension and Locating Information in Text. Journal of Educational Psychology. 79 (September) 220-7.

a. Guthrie, John T., & Kirsch, Irwin S. (1987). Distinctions Between Reading Comprehension and Locating Information in Text. Journal of Educational Psychology. 79 (September) 220-7: Citing Anderson, R. C., & Pearson, P. D. (1984). A schema-theoretic view of basic processes in reading comprehension. Handbook of reading research. (pp. 255-93).

b. Guthrie, John T., & Kirsch, Irwin S. (1987). Distinctions Between Reading Comprehension and Locating Information in Text. Journal of Educational Psychology. 79 (September) 220-7: Citing Levin, J. R. (1986). Four Cognitive Principles of Learning-Strategy Instruction. Educational Psychologist. Vol. 21. (pp. 3-17).

c. Guthrie, John T., & Kirsch, Irwin S. (1987). Distinctions Between Reading Comprehension and Locating Information in Text. Journal of Educational Psychology. 79 (September) 220-7: Citing Meyer, B. J. F., & Rice, G. E. (1984). The structure of text. Handbook of Reading Research. (pp.319-53).

d. Guthrie, John T., & Kirsch, Irwin S. (1987). Distinctions Between Reading Comprehension and Locating Information in Text. Journal of Educational Psychology. 79 (September) 220-7: Citing Baker, L., & Brown, A. (1984). Metacognitive skills in reading. Handbook of reading research. (pp. 353-95).

Kantrowitz, Barbara, & Wingert, Pat. (2002). The Right Way to Read. Newsweek. (April) 60.

Lemann, Nicholas. (1997). The reading wars (political dispute over reading education methods). The Atlantic Monthly. 280 (November) 128-34.

Reutzel, D. Ray. (2001). New Thinking on Read Aloud: New research helps you reap the biggest benefits from read aloud. Scholastic Instructor. 110 (May/June) 23-4.

Stevens, Robert J. Slavin, Robert E., & Farnish, Anna Marie. (1991). The Effects of Cooperative Learning and Direct Instruction in Reading Comprehension Strategies on Main Idea Identification. Journal of Education Psychology. 83 (March) 8-16.

Taberski, Sharon. (1998). How do read-alouds show comprehension strategies. Instructor. 107 (May/June) 24-6.

ERIC DOCUMENTS

Tomlinson, Carol Ann. (2000). Differentiation of Instruction in the Elementary Grades. (EDO-PS-007).

WORLD WIDE WEB

Buster's Bookshelf. (2000). Learning to Read. Retrieved October 29, 2002, http://www.bustersbookshelf.com/Learning_to_Read.htm

FAQ About Reading. (2002). Retrieved October 29, 2002, http://www.readingcenter.buffalo.edu/reading

Ferrandino, Vincent L. (2001). The Right to Read. Retrieved October 29, 2002, http://www.naesp.org/misc/edweek_article_4-04-01.htm

Guignon, Anne. (2002). Reading Aloud – Are Students *Ever* Too Old? Retrieved September 6, 2002, http://www.education-world.com/a_curr/curr081.shtml

Huitt, W. & Hummel, J. (1998). Cognitive Development. Retrieved September 28, 2002, http://chiron.valdosta.edu/whuitt/col/cogsys/piaget.html

Johnson, Debra. (1999). Balanced Reading Instruction: Review of Literature. Retrieved September 6, 2002, http://www.ncrel.org/sdrs/timely/briiss.htm

McEntire, Nancy. (2002). Frequently Asked Question: Kindergarten Entry Skills. Retrieved September 6, 2002, http://ericeece.org/faq/k-entry.html.

a. McEntire, Nancy. (2002). Frequently Asked Question: Kindergarten Entry Skills. Retrieved September 6, 2002, http://ericeece.org/faq/k-entry.html: Citing Florida Center for Parent Involvement. (1999). 80 skills that help to ease kids' transition into kindergarten [Online]. http://www.fmhi.usf.edu/institute/pubs/pdf/cfs/fcpi/transition/kinskil2.pdf

National Center for Learning Disabilities Inc. (2002). Get Ready to Read! Glossary. Retrieved October 29, 2002, http://www.getreadytoread.org/glossary.html

Rapchik, Leslie. (2001). A Literate Environment. Retrieved October 29, 2002, http://www.suite101.com/print_article.cfm/13867/77898

Tarver, Sara G. (2002). Reading Instruction and Learning Styles…Should They be Matched? Retrieved October 29, 2002, http://my.execpc.com/~presswis/tarver.html

Woolfolk & McCune-Nicolich. (1984). Educational Psychology for Teachers. (2nd ed.). Englewood Cliffs, JJ: Prentice-Hall, Inc. Cognitive Development: Applications. Retrieved September 28, 2002, http://chiron.valdosta.edu/whuitt/col/cogsys/piagtusc.html

APPENDICES

APPENDIX A

Outline for Methods of Instruction

Day of Instruction	Method of Instruction
Day One	Picture Walk
Day Two	Read Aloud
Day Three	Read Along
Day Four	Picture Walk
Day Five	Read Aloud
Day Six	Read Along
Day Seven	Picture Walk
Day Eight	Read Aloud
Day Nine	Read Along
Day Ten	Picture Walk
Day Eleven	Read Aloud
Day Twelve	Read Along
Day Thirteen	Picture Walk
Day Fourteen	Read Aloud
Day Fifteen	Read Along
Day Sixteen	Picture Walk
Day Seventeen	Read Aloud
Day Eighteen	Read Along

APPENDIX B

Books and Comprehension Questions

Read Aloud

1. The Biggest, Best Snowman by Margery Cuyler
    a. Who is the main character?
    b. What is her problem?
    c. Who helps her solve her problem?
    d. What do they do together?
    e. Where does this story take place?

2. The Mouse That Jack Built by Cyndy Szekeres'
    a. Who is the main character?
    b. What time of year does this story take place?
    c. What is Jack building?
    d. What does he use for the nose?
    e. Who makes a new scarf and hat for Jack?

3. Big Pig and Little Pig by David McPhail
    a. Who are the main character(s)?
    b. Where does it take place?
    c. What does Big Pig do?
    d. What does Little Pig do?
    e. How many buckets does Little Pig use?

4. Sadie and the Snowman by Allen Morgan
    a. Who is the main character?
    b. Which animal stole the mouths?
    c. What did Sadie use for a tent?
    d. Where did Sadie put the snowman when it got warmer?
    e. What did Sadie put in the freezer?

5. Katy No Pocket by Emmy Payne
    a. Who is the main character?
    b. What is her problem?
    c. Who does she ask for help?
    d. Where did she find a pocket?
    e. What animal was asleep?

6. The Silly Snowy Day by Michael Coleman
    a. Who is the main character?
    b. What is her problem?
    c. What could the duck do that Shelley could not?
    d. Why did the other animals think it was ridiculous to see Shelley?
    e. How did Shelley fly like a bird?

Read Along

1. Millions of Snowflakes by Mary McKenna Siddals
    a. Who is the main character?
    b. What time of year does this story take place?
    c. What is special about some of these words?
    d. Name one thing the little girl does in the snow.
    e. How high does the little girl count?

2. I Can Jump by Joy Cowley
    a. Name three characters in the story.
    b. Who said, "I can jump"?
    c. Who could not do any of the actions?
    d. What could the snail do?
    e. What is the title?

3. A Kitten in My Mitten by JoAnne Nelson
    a. Who is the main character?
    b. What is the weather?
    c. Where did the kitten go with the boy?
    d. What did Mother say about the cat?
    e. Where did the kitten fall asleep?

4. Honk! Honk! By Mick Manning and Brita Granstrom
    a. Who were the main characters?
    b. What did these animals do?
    c. Which direction did the birds fly in the winter?
    d. What time of year did the birds fly north?
    e. What did the birds say?

5. Miss Bindergarten Celebrates the 100th Day of Kindergarten by Joseph Slate
    a. Who is the main character?
    b. What type of students did she have?
    c. Name one way the students made 100.
    d. What was the "100th Day Hash"?
    e. What did Miss Bindergarten make with the wooden blocks?

6. Zoom, Zoom, Zoom I'm Off to the Moon by Dan Yaccarino
    a. Where is the little boy going?
    b. When is he leaving?
    c. What did he put in a box?
    d. Where did the little boy land?
    e. What was the first thing the boy put on?

Picture Walk

1. Froggy Gets Dressed by Jonathan London
    a. Who is the main character?
    b. What is the setting?
    c. What happens to make the frog so excited?
    d. Name one thing he forgets to put on.
    e. What happens in the end?

2. The Puppy Who Wanted a Boy by Jane Thayer
    a. Who is the main character?
    b. What holiday happened during the story?
    c. What was the bulldog doing with his owner?
    d. Where did the puppy find a boy without a dog?
    e. What was the puppy's name?

3. Ten Black Dots by Donald Crews
    a. Is there a main character?
    b. What did each picture have in them?
    c. What was made with four black dots?
    d. How many dots made the wheels of a train?
    e. What is the title?

4. Daisy and the Egg by Jane Simmons
    a. Who is the main character?
    b. Who did the eggs belong to?
    c. What did Daisy bring to Aunt Buttercup each day?
    d. What did they name Daisy's brother?
    e. How long did Daisy stay with the egg?

5. Patrick's Dinosaurs by Carol Carrick
    a. What are the boys' names?
    b. Where did the story take place?
    c. How big was a brontosaurus?
    d. Was this story real?
    e. How did the dinosaurs go away?

6. Time to Sleep by Denise Fleming
    a. Who is the main character?
    b. Why was it time to sleep?
    c. Who did Bear tell to go to sleep?
    d. How did he know it was time to sleep?
    e. What was Bear doing when Ladybug found him?

APPENDIX C

KNOX COUNTY SCHOOLS
ANDREW JOHNSON BUILDING

Dr. Charles Q. Lindsey, Superintendent

November 1, 2002

Cassidy Fountain
1921 Nichols Quarry Road
Knoxville, TN 37920

Dear Ms. Fountain:

You are granted permission to contact appropriate building-level administrators concerning the conduct of your proposed research study entitled, "A comparison of kindergarten students who have been exposed to reading instruction in small groups using read aloud, read along, and picture walk methods." In the Knox County schools final approval of any research study is contingent upon acceptance by the principal(s) at the site(s) where the study will be conducted. Include a copy of this permission form when seeking approval from the principal(s).

In all research studies names of individuals, groups, or schools may not appear in the text of the study unless *specific* permission has been granted through this office. The principal researcher is required to furnish this office with one copy of the completed research document.

Good luck with your study. Do not hesitate to contact me if you need further assistance or clarification.

Yours truly,

Mike S. Winstead, Ph.D.
Coordinator of Research and Evaluation
Phone: (865) 594-1740
Fax: (865) 594-1709

Project No. 119

BEST COPY AVAILABLE

APPENDIX D

Parent Letter

Dear Parents,

As most of you know, I have been working with your child as an intern from Johnson Bible College. Part of our requirement is to conduct a research project in our classroom. The topic of study that I have decided to do will involve three different methods used in reading instruction. I will use picture walks, read aloud sessions and read along sessions in large group. Following each story, I will ask your child five comprehension questions. I will use the scores to determine which of these three methods are most beneficial for reading comprehension. This study will take the course of six weeks. Please take a moment to fill out the attached permission slip and return it with your child as soon as possible so that we may begin this project. Thank you for sharing your child with me.

Sincerely,

Cassidy Fountain

_____ My child has permission to participate in this research project.

_____ I do not want my child to participate in this research project.

_____

Parent Signature

CS 512 400

U.S. Department of Education
Office of Educational Research and Improvement (OERI)
National Library of Education (NLE)
Educational Resources Information Center (ERIC)

Reproduction Release

(Specific Document)

I. DOCUMENT IDENTIFICATION:

Title: A COMPARISON OF KINDERGARTEN STUDENTS WHO HAVE BEEN EXPOSED TO READING INSTRUCTION USING READ ALOUD, READ ALONG, AND PICTURE WALL METHO	
Author(s): CASSIDY FOUNTAIN	
Corporate Source: JOHNSON BIBLE COLLEGE	Publication Date: JULY 2003

II. REPRODUCTION RELEASE:

In order to disseminate as widely as possible timely and significant materials of interest to the educational community, documents announced in the monthly abstract journal of the ERIC system, Resources in Education (RIE), are usually made available to users in microfiche, reproduced paper copy, and electronic media, and sold through the ERIC Document Reproduction Service (EDRS). Credit is given to the source of each document, and, if reproduction release is granted, one of the following notices is affixed to the document.

If permission is granted to reproduce and disseminate the identified document, please CHECK ONE of the following three options and sign in the indicated space following.

The sample sticker shown below will be affixed to all Level 1 documents	The sample sticker shown below will be affixed to all Level 2A documents	The sample sticker shown below will be affixed to all Level 2B documents
PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL HAS BEEN GRANTED BY SAMPLE TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE, AND IN ELECTRONIC MEDIA FOR ERIC COLLECTION SUBSCRIBERS ONLY, HAS BEEN GRANTED BY SAMPLE TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)	PERMISSION TO REPRODUCE AND DISSEMINATE THIS MATERIAL IN MICROFICHE ONLY HAS BEEN GRANTED BY SAMPLE TO THE EDUCATIONAL RESOURCES INFORMATION CENTER (ERIC)
Level 1	Level 2A	Level 2B
☑	☐	☐
Check here for Level 1 release, permitting reproduction and dissemination in microfiche or other ERIC archival media (e.g. electronic) and paper copy.	Check here for Level 2A release, permitting reproduction and dissemination in microfiche and in electronic media for ERIC archival collection subscribers only	Check here for Level 2B release, permitting reproduction and dissemination in microfiche only
Documents will be processed as indicated provided reproduction quality permits. If permission to reproduce is granted, but no box is checked, documents will be processed at Level 1.		

I hereby grant to the Educational Resources Information Center (ERIC) nonexclusive permission to reproduce and disseminate this document as indicated above. Reproduction from the ERIC microfiche or electronic media by persons other than ERIC employees and its system contractors requires permission from the copyright holder. Exception is made for non-profit reproduction by libraries and other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature: [illegible] Printed Name/Position/Title: [illegible]

Organization/Address: [illegible] Telephone: [illegible] FAX: [illegible]

E-Mail Address: [illegible] Date: 11/17/2003

other service agencies to satisfy information needs of educators in response to discrete inquiries.

Signature: Cassidy Fountain	Printed Name/Position/Title: CASSIDY FOUNTAIN	
Organization/Address: P.O. Box 75 West Union, IL 62477	Telephone: 217-279-3020	Fax:
	E-mail Address: cassirae33@yahoo.com	Date: 7-14-03

III. DOCUMENT AVAILABILITY INFORMATION (FROM NON-ERIC SOURCE):

If permission to reproduce is not granted to ERIC, or, if you wish ERIC to cite the availability of the document from another source, please provide the following information regarding the availability of the document. (ERIC will not announce a document unless it is publicly available, and a dependable source can be specified. Contributors should also be aware that ERIC selection criteria are significantly more stringent for documents that cannot be made available through EDRS.)

Publisher/Distributor:
Address:
Price:

IV. REFERRAL OF ERIC TO COPYRIGHT/REPRODUCTION RIGHTS HOLDER:

If the right to grant this reproduction release is held by someone other than the addressee, please provide the appropriate name and address:

Name:
Address:

[redacted]

[redacted]

[redacted]